DOCUMENT RESUME

ED 087 817 TM 003 444

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TITLE The Human Relations Class at Sir Winston Churchill Secondary School. Research Report.
INSTITUTION Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
REPORT NO RR-72-14
PUB DATE Jul 72
NOTE 24p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Classroom Environment; Course Evaluation; Experimental Programs; *Human Relations; *Interpersonal Relationship; *Secondary School Students; Self Directed Classrooms

ABSTRACT

Human Relations was a program offered to Grade 10 students at Churchill Secondary School during the 1971-72 school year in lieu of four courses. The emphasis of the program was on the development of students as people who were more aware of themselves, of other people, and of the environment. The class took part in a variety of activities during the year such as visiting art exhibits, experimenting with crafts, and making a film. For the in-class study of topics, the students worked individually, held seminars, or arranged to hear guest speakers. The class was loosely organized in that the students used the time as they wished, participated in only those activities they chose, and attended only when they wanted. The students of the Human Relations class were characterized by their teacher as "average" or "normal" in terms of their age and scholastic ability. He felt that they were more mature and more self-motivated than other students by the end of the year. Questionnaires were distributed to the students of the Human Relations class, to their parents, and to students of classes called Integrated Socials 10 (the forerunner of Human Relations). Advantages listed by the students of Human Relations were; getting to know other people better and having time to do what you want. A disadvantage reported was that people did not do anything. (Author/MLP)

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RESEARCH REPORT

The "Human Relations" Class at Sir Winston Churchill Secondary School 1971-72

July, 1972

Katherine J. Gilbert

Research Report 72-14

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
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ED 068817

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THE "HUMAN RELATIONS" CLASS AT SIR WINSTON CHURCHILL SECONDARY SCHOOL 1971-72

Abstract

The purpose of this report is to describe the Human Relations class that was offered at Churchill Secondary School during the 1971-72 school year, to indicate the type of students enrolled in the class, and, to some degree, to assess its success.

Basically, Human Relations was a program offered to Grade 10 students in lieu of four courses. The emphasis of the program was on the development of students as people who were more aware of themselves, of other people, and of the environment. The class took part in a variety of activities during the year such as visiting art exhibits, experimenting with crafts, and making a film. For the in-class study of topics, the students worked individually, held seminars, or arranged to hear guest speakers. The class was loosely organized in that the students used the time as they wished, participated in only those activities they chose, and indeed, attended only when they wanted.

The students of the Human Relations class were characterized by their teacher as "average" or "normal" in terms of their age and scholastic ability. He felt that they were more mature and more self-motivated than other students by the end of the year. Other teachers found the group more friendly than other students in the school. The standardized test results and letter grades that had been recorded for these students through Grade 9 indicated that they were a bright group of students.

The results of the Coopersmith Self-Esteem Inventory administered to the Human Relations class as well as to two English 10 classes indicated that students in the regular classes have more positive feelings about themselves than do students of Human Relations.

Questionnaires were distributed to the students of the Human Relations class, to their parents, and to students of classes called Integrated Socials 10 (the forerunner of Human Relations) during the 1969-70 and 1970-71 school years.

Advantages listed by the students of Human Relations were:

1. Getting to know other people better.
2. Having time to do what you want.

Disadvantages reported by the students were:

1. Getting to know people too well.
2. People not doing anything.

The main strength of the class as seen by the parents of the students was the close involvement with other people. The major weakness, they said, was that the students were too lazy or unmotivated to take advantage of the opportunity.

Students of Integrated Socials 10 classes considered the advantages to be:

1. Having time to pursue one's own interests.
2. Getting to know other people.

For them, the disadvantages were:

1. People not doing anything.
2. Having to return to the regular system.

THE "HUMAN RELATIONS" CLASS AT SIR WINSTON CHURCHILL SECONDARY SCHOOL 1971-72

Introduction

Since September, 1969, an alternative program has been offered at the Grade 10 level for students of the Churchill Secondary School. For the first two years it was known as the "Integrated Socials 10 Course" and it was taken by one class of selected students each year. Dur ng the 1971-72 school year the pr gram was named "The Human Relations Class". This report deals only with the class as it existed during the last school year and will address itself to a few specific questions:

"How did the Human Relations class function?"
"Did this class appeal to a particular type of student?"
"How successful has it been?"

Description of the Class

The Human Relations class consisted of 29 Grade 10 students, 12 boys and 17 girls. Each of these students, before entering the class, agreed to forego one elective block of time and obtained his parents' written consent. The Human Relations class replaced the English 10, Socials 10, Guidance 10 and one elective course. The students also took Science 10 and Physical Education (boys and girls separately) as a group but these were not included in the block of time allotted for Human Relations. Fifteen members of the class this year were members of Integrated Socials 10 during 1970-71 when they were Grade 9 students. The remaining fourteen were chosen at random from a larger group that applied.

The four blocks of time for the Human Relations class were consecutive so that the class had, depending on the cycle day, from one to four hours together daily. The Science 10 block followed Human Relations immediately and this allowed the class five hours together on certain days.

An area of the school consisting of a large, open room and a storage area were assigned to the Human Relations class. The storage area was furnished with cushions and bookshelves and was used for viewing films and private discussions. The large room, equipped with tables, chairs, and some used sofas, was used for most of the other activities.

The objectives of the class, as stated by the teacher for the parents, were:

1. to make the school fit the child, rather than the child fit the school.
2. to reinforce attitudes, values, and behaviour based on self-respect and consideration for others.
3. to secure an alertness of mind by stimulating a lively interest in the affairs of nature and men. This interest should be used to encourage students to reason, inquire, and initiate.

4. to develop in students an imaginative sensitivity by encouraging creative work in a variety of media.
5. to help the students to derive pleasure from those things designed to give pleasure. These would include art, music, and the crafts and also physical activities which include not only gymnastic skills, games, hiking, camping, and swimming, but also drama and dance.

The activities of the class on any particular day were difficult to predict. At some times, a group might be involved with one project while others did things of their own choosing. At other times, everyone was involved with something different. The activities were usually suggested by someone in the class or by the teacher, discussed and organized by a part of the class, and then carried out by those who wanted to participate. Most of the activities were group activities, but all students were not required to take part. Some of the suggestions had to meet with the approval of the parents, some with the school administration, and most had to meet with the approval of the class.

For the discussion of topics, seminars were used most often. The topics were suggested and students signed up for those that interested them. A member of the group volunteered or was appointed to find out about films or guest speakers available for the discussion and arrange to use them. Seminar topics included:

Creative Drama,
World Wars I and II,
"Why does man go to war?", and
The culture and physical geography of an area to be visited during the June trip to Williams Lake, B. C.

The activities of the class members were varied. The class took many field trips to places in or near the city. These included visits to Victoria, to the Capilano Workshop, to the Tactile Environment exhibit at Simon Fraser University and to movies and plays. Emphasis was placed on outdoor group activities, such as hiking, camping, "first-aid" and survival training. The most ambitious trip of this type was a nine-day excursion to the interior of British Columbia in early June. These field trips constituted a substantial part of the Human Relations class time and, according to the students, provided exposure to aspects of the community of which they had been totally unaware.

The students in Human Relations had a great deal of time to use as they wished. Therefore, what the students did from day to day changed constantly. They spent considerable time talking to one another, reading, working on various projects or doing nothing in particular. During the year, the students came to know each other very well. Several students mentioned the opportunity to get to know people better as the primary advantage of the Human Relations class. Others said that they understood themselves better as a result of the experience. The relationship between the teacher and students was very friendly and casual. It was clear that the teacher's ideas and opinions were well-accepted by the students.

The teacher provided a list of books and articles likely to be of interest to the students and they were encouraged to keep a personal journal of their thoughts and feelings. The booklist was commended by several students and by one parent. Some of the students devoted a great deal of time to writing in their diaries.

During the year, members of the class participated in a variety of experiments which encouraged introspection. One of these was a day of fasting and maintaining silence. Another was to dress and act for one day in a manner opposite to what each person thought himself to be. The students said that they usually discussed what they had gained from these experiments.

The students assigned themselves the grades they received. Together, the class chose criteria appropriate for judging themselves and they met informally to discuss the grading. A student did not have to reveal his grade to the class, but other members of the class were free to mention things they felt should be considered in making the decision.

Characteristics of the Class Members

Of the 29 class members, only two (both girls) were on non-academic programs. It should be noted, however, that prior to the 1971-72 school year, only students on academic programs were considered for the class.

The teacher of the class characterized the group as an "average" or "normal" group in regards to age and scholastic ability. He felt that at the end of the year, these students were more mature and more motivated than other students with similar backgrounds.

Another teacher who dealt with the Human Relations group expressed the opinion that these students were more friendly and more relaxed than other students in the school. He felt that this was because the students knew each other so well. He said that these students did not favour answering subjective rather than memory questions, (as he had expected them to do). He had noticed a definite slacking off in the effort put forth by the students since January, 1972.

Examination of the permanent record cards of these students indicated that they were quite bright. Using standardized test results taken since 1967, all but two people scored above average. The letter grades received for Grades 1 - 9 supported the test results in that most of the students were "B" students. There were very few grades lower than "C-" and many "A's". The grades were fairly consistent for each child through Grade 9, but in 6 cases (all girls) there were noticeable drops in letter grades from Grade 8 to Grade 9.

To find out if the students who applied for Human Relations require of school something different from other students, it would be necessary to gather information before they had entered the class. Since this was impossible for this report, a measure of self-esteem, the Coopersmith Self-Esteem Inventory*, was administered in June to students in Human Relations (the experimental group) and to two English 10 classes (control group) at Churchill. The purpose was to ascertain differences that existed at that time between the groups. Since there was no information available as to the relative differences between the two groups at the beginning of the year, the effect of being in Human Relations cannot be surmised from these results. There is a statistically significant difference between the means of the two groups as of June, 1972, however. The results indicate that the students in the control group (the regular English classes) had more positive feelings about themselves than did the students in the Human Relations class. See Table I.

TABLE I: SUMMARY OF SCORES ON THE COOPERSMITH SELF-ESTEEM INVENTORY, GRADE 10 STUDENTS AT CHURCHILL SECONDARY SCHOOL

	English 10	Human Relations
Sample Size	46	29
Possible Score	50	50
Mean	39.1	35.4
Standard Deviation	7.27	8.69
Difference between the means = 3.7		
Calculated t-statistic = 1.90*		
*Significant at α = 0.10 level		

Summary of the Returns to Questionnaires

Questionnaires were directed to three groups of people: the class members during the 1971-72 school year, their parents, and students who were members of the Integrated Socials 10 Classes during 1969-70 and 1970-71. There were 25 questionnaires returned (86%) from the class members, 10 (34%) from their parents, and 27 (approximately 34%) from students of previous years.

Complete responses to the questionnaires can be found in Appendices A, B, and C.

*The Coopersmith scale gives an indication of the positive regard which a person has for himself.

The students of the Human Relations class reported effects that the class had had on them. They felt that they were better able to listen and question, and to express their own opinions. These abilities were also noted by former students of Integrated Socials 10. A better understanding of themselves and others was the third choice for both groups. Several former students said that they could not judge the effects that their class had had on them.

Hiking and camping were the two new activities to which students were exposed. Crafts such as candlemaking and weaving were enjoyed by several students. Most of the present students said that they hoped to continue with their new interests but only one-third of the former students indicated that they had maintained interests initiated by the class.

Most of the exposure to different creative media has been accomplished through group activities during 1971-72. Students listed film-making (a class activity), dancing, and crafts as the forms with which they had experimented. Several others said that they had started writing prose and poetry as a means of expression. Students from previous years listed films and music most often as media which they had used. Eleven of the former students thought that Integrated Socials had helped stimulate their new interests.

Most of the Human Relations students (15) said that they had concentrated on only a few topics of interest rather than exploring a variety. As to the depth of their study of topics, ten of the students said that their study was fairly comprehensive but not as wide in scope as it could have been and seven said that it was adequate to understand the major concepts.

Most of the activities of the class were group activities, but they did not always include the entire class. The ideas came from class members quite often as well as from the teacher. The planning and organization was usually done by volunteers. Depending on the particular activity, approval had to be gained from the class in general, the school administration, parents, or a combination of the three. Most of the students said that they usually discussed the success or failure of their activities when they were over.

The Human Relations class had very little contact with the remainder of the school population. Only on rare occasions did someone other than class members participate in the outings. Several former students said that they had gone camping or hiking with the Human Relations class, however. The students noted a change in their attitudes towards people they knew only slightly since being in Human Relations.

The advantages of the Human Relations course as seen by the students were: getting to know other people (12), having time to pursue personal interests (10), learning about yourself (5), exposure to new ideas and a new way of living (5), and learning relevant things (4). These were precisely the same advantages mentioned by former students.

The disadvantages named were:

getting to know people too well (7)
people getting lazy and not becoming involved with anything (7) and
having to return to the "old" system (5)

To the former students, they were:

people who don't do anything (10)
returning to the "real" world (5)
not enough structure (3)

The general comments made by the students were quite positive. Most thought that the experience had been a good one and that it should be expanded or made available to everyone.

The former students were asked if their attitudes towards school had changed as a result of the Integrated Socials class. Most agreed that they did view school differently now in that they question things much more and realize that going to school is only a part of living. They said that their class had given them the opportunity to learn about human nature, it provided them with a contrast to their other schooling and it had helped them find out how to do things.

Of the ten parents that responded five had had a child in Human Relations for one year and five for two years. The majority (6) said that they felt that they understood the objectives of the class as outlined by the teacher, two did not understand everything and two felt that they did not understand them at all.

The primary reason cited for giving their consent was that the child wanted to take Human Relations (four responded in this manner). Also mentioned were opportunities for independent study and allowances for personal interests. The parents thought that freedom was the most appealing aspect of the Human Relations class to students. They mentioned freedom to study at their own pace, freedom of expression, freedom from assignments and freedom to create.

There was a wide spread of opinions about the amount of effort their children were exerting in their school work as compared with previous years. On a scale from "1" (more) to "5" (less), two parents chose "1", four parents chose "3", one parent chose "4", and three parents chose "5".

The parents indicated that their son or daughter had become more sensitive to his own needs this last year and they noticed some improvement in his sensitivity to other people. The opinions were divided as to whether this increased sensitivity was due to maturation, to the Human Relations class or to a combination of these. Four of the parents commented that the Human Relations class provided a better atmosphere for maturation.

Most of the parents said that their child had become more responsible for his/her own actions this year or that there had been no noticeable change. Three parents said that they could not answer the question. The Human Relations class was credited with contributing a positive influence by seven parents and a negative influence by one parent.

One-half of the parents said that they had noticed a change in their child's behaviour, dress, and conduct this year. Four of the remarks indicated less emphasis has been given to clothes this year than in the past.

The attitude changes mentioned by the parents were:

- a willingness to question things more (2)
- ability to think through problems thoroughly (2)
- higher opinion of school, adults and himself (3)

From the parents' viewpoint, the two main strengths of the Human Relations class were the strong relationships among the students in the class and the development of the whole individual. The weaknesses were the assumption that the students would be sufficiently self-motivated to take advantage of the opportunity and that the class lacked even a minimum amount of structure and direction from the teacher.

Only a very few parents offered suggestions for improving the class. These ranged from "scrap it" to "involve the parents more" and "the teacher should set a better example and give more direction".

One-half of the parents said that they would be willing to give their consent for a class similar to Human Relations next year, three said that they would not, and two did not answer the question.

The general comments made by the parents were varied:

- "the real effects of Human Relations are evidenced only after a longer time."
- "our daughter (son) enjoyed the class."
- "our son will have to work hard to catch up."
- "the idea of the class is good."
- "this was a difficult questionnaire to complete."

Additional Information

The following information was gathered through observations of the class and interviews of students and teachers.

It was important when considering the Human Relations class to keep in mind the effect of the particular teacher on both the students and the nature of the class. It was obvious that the teacher's influence on the students was considerable. His ideas and opinions were reflected by students on several occasions. The emphasis of class activities, especially the outdoor activities, clearly indicated the personal preferences of the teacher. The result of this has been that the

nature of the Human Relations class cannot be separated from the personality of the teacher.

There was one aspect of the Human Relations class that was a concern to many people: the lack of attention paid to skill development of the students. This concern was expressed by other staff members at Churchill. It was mentioned as a problem by former students and it was noticed by the observer. The impression given by members of the class and the teacher was that their class was autonomous and independent of the school in regard to rules, routines and standards. While it was recognized that skill development was not a primary goal of the Human Relations class, it does [redacted] an objective of the educational framework within which the Human Relation[redacted]s existed.

The apparent randomness of activities in the classroom at a given time could have been disconcerting to observers of the Human Relations class. While the writer did not have an opportunity to visit the class during most of the school year, she did visit during April, May and June. On these occasions, most of the students were engaged in small group conversations, some were reading and some were working on projects. The attendance on these days was good (attendance records were kept by each individual student, not by the teacher). The activities that were observed were rather disorganized and the students were indifferent about their success. The attitude demonstrated by most of the students towards the activities was "it's something different to do".

The students seemed a good deal more friendly towards each other than were students in other classes. When discussing something that concerned the entire class, the students seemed quite willing to express their feelings even when they knew that their remarks would meet opposition. They questioned each other and themselves more than other students might.

Overall Impressions

1. The writer believes that, in principle, the Human Relations program is a desirable educational alternative for some students.
2. The Human Relations class at Churchill Secondary School was operating in conflict with the administration's views on education.
3. The failure on the part of both the teacher and the administration to resolve their conflicts was detrimental to the Human Relations program and to the school, generally.
4. If the program is to continue, more attention must be directed to the integration of the Human Relations class in the total school program. (In the opinion of this observer, the isolation of this group from the rest of the school was not in the best interests of these students and it was not supportive of school discipline and morale.)
5. There is a need for:
   - a more balanced program,
   - a more rigorous academic component, and
   - more structuring of student activities.

APPENDIX A

SUMMARY OF THE QUESTIONNAIRE RETURNS FROM STUDENTS OF HUMAN RELATIONS AT SIR WINSTON CHURCHILL SECONDARY SCHOOL, 1971-72

QUESTIONNAIRE TO STUDENTS OF HUMAN RELATIONS CLASS AT SIR WINSTON CHURCHILL SECONDARY SCHOOL

Number distributed = 29
Number returned = 25
Percentage returned = 86%

1. What types of changes in yourself have been effected by the Human Relations class, i.e., ability to express your opinions, ability to listen and question, knowledge and understanding of yourself, or attitude changes?

   Ability to listen and question - 15
   Ability to express my opinions - 15
   Better understanding of myself and others - 9
   Attitude changes - 8
   Awareness of surroundings - 4
   More tolerant - 1
   Feeling of belonging - 1

2. What new activities have you been exposed to or participated in as a result of being in Human Relations? Do you think that any of these may develop into permanent or continuing interests?

   Camping - 18
   Hiking - 15
   Crafts - 10
   Film-making - 5
   Movies and plays - 2
   Art exhibits - 7
   Reading contemporary books - 5
   Writing - 4
   Drama - 3
   Dancing - 1

   Permanent interests? Yes - 17, No - 0

3. To what extent have you personally experimented with or used various media for creative projects this year? (films, writing, dance, music, art forms, etc.)

   Films - 16
   Dancing - 11
   Writing - 11
   Crafts - 10
   Playing music - 5
   Painting and other art forms - 5
   Plays - 1
   None - 3

4. Because of the free choice of topics, did you become involved in a variety of activities or concentrate on a few?

   Variety - 9
   Concentrated on a few - 15
   Have not been involved - 1

5. If you could generalize, would you describe your study of topics this year as:

5 very comprehensive and wide in scope,
10 fairly comprehensive but not as wide as it could have been,
7 adequate to understand the major concepts,
2 sufficient to familiarize yourself with the topic.

6. How were the activities in which you participated motivated and organized? For example, whose idea were they? Were they group or individual activities (or how much of each)? Did the activities have to meet the approval of anyone? Were there discussions or decisions about the success of the activities?

- most activities involved the class (11)
- usually the teacher's ideas, group activities (6)
- ideas from students (5)

Approval? Class - 7, parents and/or administration - 5, no approval necessary - 1

Discussion? Yes - 13, No - 4

7. What type of contact was there between the Human Relations class and other classes in the school? Did other students participate in your activities? Do you think that your attitudes towards or relationships with people you know only slightly have changed considerably since you have been enrolled in Human Relations?

- no contact with anyone else - 18
- occasional mixing - 2
- not enough contact - 1
- mixed fairly well - 2

Attitude change? Yes - 16, No - 4

8. What do you think are the advantages of a Human Relations class?

- getting to know others as people - 12
- more time to do what you want - 10
- time to learn about yourself - 5
- exposure to new things - 5
- learning relevant things - 4
- relaxed atmosphere - 1
- learn to think for yourself - 1
- there are too many to name - 1

9. What do you think are the disadvantages of a Human Relations class?

- get to know people too well - 7
- some people don't do anything - 7
- have to return to the "system" after a year - 5
- the class is not good for everyone - 2
- there are no disadvantages - 2
- the group is too large; it is difficult to start ideas - 1
- it makes English 11 harder - 1
- didn't do any English or Social Studies - 1
- transportation is a problem - 1
- not enough structured time - 1
- you can start asking too many questions - 1
- others in the school think Human Relations is no good - 1

10. Please feel free to make any further comments about the Human Relations class.

- glad I took it - 12
- should be expanded - 4
- should use some type of screening procedures - 2
- having more than one teacher would help - 1
- should start with younger students - 1
- it was disappointing - 1
- the evaluation is a stupid idea - 1
- have utilized the time better since January, 1972 - 1

APPENDIX B

SUMMARY OF THE QUESTIONNAIRE RETURNS FROM PARENTS OF HUMAN RELATIONS STUDENTS AT SIR WINSTON CHURCHILL SECONDARY SCHOOL 1971-72

QUESTIONNAIRE TO PARENTS OF HUMAN RELATIONS STUDENTS
CHURCHILL SECONDARY SCHOOL

Number distributed = 29
Number returned = 10
Percentage returned = 34%

1. How long has your son/daughter been enrolled in the Human Relations class (or Integrated class)?

   - 1 year - 5
   - 2 years - 5

2. Do you feel that you understand the objectives of the Human Relations course as outlined by the instructor?

   Yes - 6
   No - 2
   In part - 2

3. What were your main reasons for giving permission to your son/daughter to enroll in the Human Relations class?

   - son (daughter) requested it - 4
   - so he could study independently - 2
   - so he could pursue different interests - 2
   - so he could get away from the pressures of learning - 1
   - make learning more meaningful - 1

4. What aspect of the Human Relations class do you think your son or daughter finds most appealing?

   - freedom - 5
   - relating to other people - 2
   - outdoor activities - 2
   - no restrictions or comparisons - 1

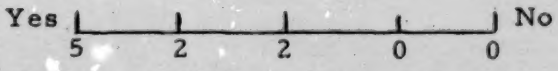
5. Do you feel that your son/daughter is putting more effort into the work he/she does for school than in previous years? (Indicate which point reflects your opinion)

   Yes | 2 | 0 | 4 | 1 | 3 | No

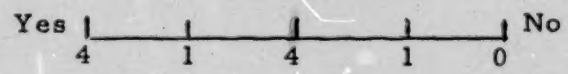
   Comments:

   - she has always worked hard; no different now - 1
   - he is working <u>much</u> less - 1

6. Do you think your son or daughter has become more sensitive to the needs and wishes of him- or herself since joining the Human Relations Class?



Is he/she more sensitive to the needs of other people?



Do you think the Human Relations Class has contributed or is it a sign of maturation?

Human Relations - 2
Maturation - 1
Both - 3
Don't know - 1

Please comment.

- Human Relations has helped him mature - 4
- She is more sensitive to class members - 1
- It is very difficult to tell - 1

7. Has your child become more responsible for his actions this year, i.e., gathers information he needs, tries new things, or able to cope when things go awry?

Yes - 4
Don't know - 2
No change - 3
No - 1

Do you think the Human Relations Class has contributed?

Yes - 7
No - 1
"Human Relations has helped him become irresponsible and self-centered" - 1

8. Have there been any significant changes in the behaviour, conduct, dress, etc., of your son/daughter that you feel have been effected by the Human Relations Class?

Yes - 5
No - 2
No change - 3
- dresses more casually - 4
- is more emotional - 1

9. What attitude changes, if any, have you noticed in your child?

- better attitudes towards school, adults and himself - 3
- thinks through problems more thoroughly - 2
- questions everything more - 2
- more aggressive - 1
- appreciates the outdoors more - 1
- increased sociability - 1
- did not develop the self-discipline we expected - 1
- thinks she knows everything - 1
- has become anti-social - 1

10. What do you consider to be the relative strengths and weaknesses of the Human Relations Class?

Strengths

- close involvement with other people - 3
- time devoted to developing a whole individual - 3
- encouraged creativity - 1
- freedom to express their opinions - 1
- stimulates awareness of the world - 1

Weaknesses

- students are not self-motivated enough, they're too lazy - 5
- teacher gives no direction or structure to the class - 4
- one year is not enough time to adjust to the class - 1

11. What suggestions would you make to improve the class?

- there should be more parental involvement - 1
- more direction from the teacher - 1
- have a new teacher each year - 1
- scrap it - 1
- have a better example for students to follow - 1
- don't let parents interfere - 1

12. If the same class were available to your son or daughter next year, would you be willing to give your permission as you did this year?

Yes 5 No 3

13. Please feel free to make any further comments you wish regarding the Human Relations Class.

- results cannot be found after such a short time - 1
- our daughter is happy in the class - 1
- our son enjoyed the field trips - 1
- our son will have to work very hard to pass exams for Grade 12 - 1
- the idea of the class is fine if you stick to it - 1
- this questionnaire was difficult - 1

APPENDIX C

SUMMARY OF THE QUESTIONNAIRE RETURNS FROM STUDENTS OF INTEGRATED SOCIALS 10 DURING THE 1969-70 AND 1970-71 SCHOOL YEARS AT SIR WINSTON CHURCHILL SECONDARY SCHOOL 1971-72

QUESTIONNAIRE TO FORMER STUDENTS OF HUMAN RELATIONS CLASS AT SIR WINSTON CHURCHILL SECONDARY SCHOOL

Approximate number distributed = 80
Number returned = 27
Percentage returned = 34%

1. What types of changes in yourself were effected by the Human Relations class, i. e., ability to express your opinions, ability to listen and question, knowledge and understanding of yourself, or attitude changes?

   Ability to listen and question - 10
   Ability to express my opinion - 11
   Better understanding of myself - 8
   Not sure of the effect of Human Relations - 5
   Attitude changes - 3
   Haven't changed - 1 Got lazier - 1

2. What new activities were you exposed to or participated in as a result of being in Human Relations? Have any of these developed into permanent or continuing interests?

Camping - 8	Films with meaning - 2	Tie-dyeing - 2
Hiking - 6	Discussions - 3	Photography - 2
Bicycling - 3	Getting to know other people - 2	Reading - 2
		Theatre - 2

   No new interests - 3

   Continued? Yes - 9, No - 3

3. To what extent have you personally experimented with or used various media for creative projects? (films, writing, dance, music, art forms, etc.) Did Human Relations stimulate an interest in working with new media?

Films - 8	Writing - 5	Crafts - 3	Drama - 1
Music - 5	Creative art forms - 4	Art - 1	
None - 5	Photography - 3	Dance - 1	

   Human Relations contribute? Yes - 11, No - 5

4. Do you think that a year in Human Relations changed your opinions or attitudes towards school? In what way?

   Yes - 20 No - 3

4. (Continued)

How?

- made me want to question more - 10
- enjoy school more - 1
- dislike school even more - 1
- gave me confidence in myself - 1
- have been disillusioned - 1
- it is easier to be told what to do - 1
- it is up to students to learn - 1

5. Do you think the year of Human Relations helped you in any way? How?

Yes - 23, No - 0, Don't know - 1, Yes and No - 1,

How?

- learned a great deal about human nature - 9
- provided a contrast - 4
- made me a doer, not a thinker - 3

6. Have you had any contact with the Human Relations class since you were enrolled in it? Have you participated in activities arganized as a part of the Human Relations class?

Yes - 9, No - 11

Participated in these Human Relations activities:

- hiking - 1
- camping - 2
- plays - 3
- bicycling - 2

7. What do you think are the advantages of a Human Relations class?

- can pursue your own interests - 8
- can come to know other people - 7
- offers a change - 6
- learn relevant things - 4
- learn about yourself - 3
- relaxed atmosphere - 2
- free to express your opinions - 2

8. What do you think are the disadvantages of a Human Relations class?

- some don't become involved with anything - 10
- Human Relations creates an imaginary world and you have to go back to the real one - 5
- no formal material is discussed - 2
- too many people in the class - 2
- poorly organized so a great deal of time was wasted - 3
- cliques are formed - 2

9. Please feel free to make any further comments about the Human Relations class.

- it was a good experience - 5
- changes caused by this class are undetectable - 3
- it ended too soon - 3
- it was confusing to have both structured and unstructured time - 1
- learned a great deal about myself and others - 2
- it provides a different atmosphere - 1